

The Hal yard

CHARLIE'S CHATTER

This week's newsletter is focusing on reading. I think that many of us became librarians because of our love of reading. One of the things that I miss is the opening of the new boxes of books and wondering how on earth I was going to find time to read them all. I remember that an English teacher and a science teacher who were both avid readers and I tried to read every book in the library. We wanted to be sure that we could find just the right book for each child. On Fridays, if possible, I tried not to do 'work' but instead I modeled the art of pleasure reading. While at a junior high school, I would not get very far in the book before I was giving the book to a student and having to start a new one. By the end of the day, I could have 'read' six or seven books!

As we near the end of the year, we should be connecting with the public libraries in our commu-

nity to see how we can assist them in promoting their summer reading programs. Share your reading lists with them and together create a cruise this summer that will open a world of treasures for your students.



April 29, 2005



Dates To Remember

- May 4 Legislative Day
- May 1-7 Be Kind To Animals Week
- May 1-7 Teacher Appreciation Week
- May 1-7 Sibling Appreciation Week
- May 6-12 National Nurses Week

10 REASONS NOT TO USE THE INTERNET

By Mark Y. Herring

In an effort to save our culture, strike a blow for reading, and, above all, correct the well-intentioned but horribly misguided notions about what is fast becoming In-

tertopia among many non-librarian bean counters, here are 10 reasons why the Internet is no substitute for a library. <http://www.ala.org/ala/online/>

selectedarticles/10reasonswhy.htm

1. Not everything is on the Internet.
2. The needle (your search) in the haystack (the Internet).
3. Quality control does not exist.
4. What you don't know can hurt you.
5. States can now buy one book and distrib-

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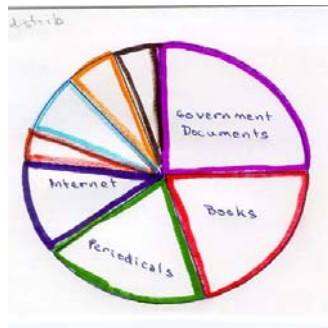
REASONS NOT TO USE THE INTERNET

(Continued from page 1)

- ute it to everyone on the web.
6. Hey Bud, You forgot about E-book Readers!
7. Aren't there library-less universities now?
8. But a virtual state library would do it, right?
9. The Internet; A mile wide and an inch (or less) deep.
10. The Internet is ubiquitous but books are portable.

Marylaine Block is quoted as saying "Sadly, that's such a

common notion that it threatens the existence of the libraries that store the heritage of human culture, the 90% or so of it that is not on the net and in all probability will never be on the net. (<http://marylaine.com/myword/notnet>).



Students rely on the Internet for the majority of their research.



<http://www.lva.lib.va.us/whatwedo/ldnd/youth/srp.htm>

FUNtastic Reading! is the theme for the 2005 Statewide Summer Reading Program, brought to you by the Library of Virginia and your local public library. Children's book illustrator Phoebe Stone has created fanciful, frolicsome feline circus performers for a FUNtastic big top show. Libraries across Virginia are planning lots of fun activities for children of all ages, to keep them reading and enjoying books over the summer. All library programs are free and open to everyone.

We encourage all parents to visit the library this summer with their children and sign up for the reading program. Visiting the library for recreational reading can keep children from losing ground over the summer. Most students score lower on standardized tests at the end of the summer vacation than they did on the same test at the beginning of the summer, but those involved in summer reading can keep up their skills over the summer (Cooper et al, 1996). The largest losses are in mathematical computation (2.6 months) and reading comprehension (2.4 months). Summer reading programs focus

on reading as an enjoyable leisure time activity. When reading is fun, children want to do more reading, and the more they read, the better they get. Children who are not yet reading can also sign up for FUNtastic Reading! with their parents as readers. And teens are invited to participate in the READiculous teen summer reading program.

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ADVANTAGES OF SUMMER READING PROGRAMS

Every summer public libraries throughout the state sponsor a free, convenient, fun way to encourage children to read -- the Summer Reading Program.

Summer reading programs are an efficient, fun way to incorporate reading and related activities into a family's vacation time. Why do schools and educators care? Because summer reading makes a difference in student achievement.

Note these points:

- ☀ Reading gets better when you practice it.
- ☀ Kids lose school-year reading gains over the summer if they don't read (especially disadvantaged kids).
- ☀ Kids who attended a summer library program read better

than those in a summer camp program.

- ☀ Kids in a summer library program are more likely to read at their grade level or above than their non-participating peers.
- ☀ Kids in a summer program who visited the library and did free reading made more reading test gains than those in a traditional language arts summer program.

Stephen Krashen, author of *The Power of Reading* (Libraries Unlimited, 1993), concludes that reading is the most powerful tool available for building vocabulary as well as the ability to read, write, spell, and comprehend. In addition, voluntary reading (such as summer

reading programs) has a major impact on children's literacy progress. For example, in 38 of 41 studies, students using voluntary reading did as well or better in comprehension tests than students given only traditional skill-based reading instruction.

<http://www.rif.org/educators/advicetips/tip.mspx?View=28>



Research proves the best way to improve reading is by reading

PLANNING SUMMER READING PROGRAMS

1. Plan summertime reading assignments as a culminating literacy activity for the year.

Without summer reading, most children's reading skills deteriorate somewhat.

Research show that children from disadvantaged backgrounds are most in need of summertime reading to maintain reading skills.

Children who read over the summer do better in school than children who don't.

2. Involve students in picking titles for summertime reading.

Inform students of the skills and knowledge they will need in coming year.

Ask for suggestions.

Use student criticism of past summer

reading lists as a model.

3. Involve librarians in making summer reading assignments.

Ask the school librarian for input.

Consult with public librarians on local summer reading programs.

Use the internet at the library to run computer searches of reading lists being used by other schools.

4. Involve families in making summer reading assignments.

At parent conferences and at PTA/PTO meetings, solicit parental input on how rigorous a summer reading program parents feel is appropriate. Solicit parents for suggestions of genres and titles their children might enjoy.

Work with parents to set up a record keeping journal for children's summer

reading.

5. Avoid making reading assignments a chore.

A summer reading program should not seem like an extension of school.

Many families feel that it is their child's right to have time to play during the summer months.

Reading programs that are pleasurable are more effective in motivating children to read.

6. Alert students to summertime reading activities that can be fun.

Encourage children to read books related to fun activities such as a favorite sport or camping.

Advertise library and community activities that will be taking place.

(Continued on page 4)

FREE ONLINE READING ENRICHMENT SITE

Office of Educational Technology
P O Box 2120
Richmond VA 23218-2120

Phone: 804.786.9412
Fax: 804.371.2455
Email: Charlie.Makela@doe.virginia.gov



*We can not control the wind, but
we can adjust the sails.*

www.BookAdventure.com

Book Adventure is a free resource that was created in response to the staggering percentage of students reading below grade-level in the United States. Clearly, young people should read more -- Book Adventure makes them want to read more. Leading literacy experts conclude that it is not enough to teach children to read; children must choose to read independently if they are to become versatile, engaged, lifelong readers. It is also understood that for students to succeed in today's society, we must incorporate technology into the learning process. Using Book Adventure, young readers not only receive the intrinsic satisfaction of reading a book and demonstrating their comprehension through short quizzes, but also earn rewards for reading and demonstrating comprehension of the books they've read. Research has shown that providing extrinsic incentives can build a love of reading that lasts a lifetime. Book Adventure is the first Web-based, organization dedicated exclusively to motivating children to read using a technology platform.

Developed and initially funded by the Sylvan Learning Centers and Sylvan Learning Foundation in April of 1999, Book Adventure is designed to encourage students in grades K-8 to read more often, for longer periods of time, with greater understanding.

SUCCESSFUL READING PROGRAMS

(Continued from page 3)

Familiarize children with websites such as RIF's Reading Planet, which host enjoyable reading activities.

7. Help students transition book clubs to the summer months.

Work with students on how to continue meetings over the summer. Urge children to join book clubs sponsored by public libraries and many local newspapers for the summer months.

Facilitate setting up family book clubs that might convene over the summer and during school holidays.

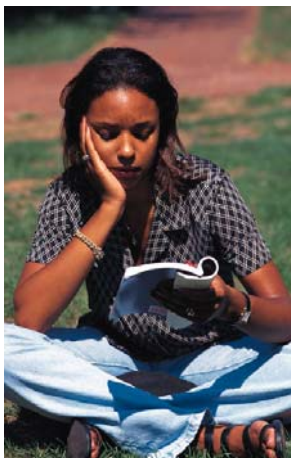
8. Encourage children to keep summer journals.

Encourage children to record their thoughts and activities. Suggest to children that they add illustrations.

Let children know that these journals don't have to include information about books they've read, unless they want them to.

9. Have children develop their reading goals for the summer.

Share with children your personal literacy goals for your own summer reading.



Ask children what personal goals they have for summer-time reading. Work with each child to develop a

realistic summer reading plan.

10. Use incentives to foster motivation for summer reading.

Set benchmarks for reading that includes a reward, such as receiving a free book.

Make the reading program noncompetitive--let children compete against themselves.

Work to make reading its own reward.